

M76S2s
1926

UNIVERSITY OF MONTANA BULLETIN

NORMAL COLLEGE SERIES

NEW NO. 10

STATE NORMAL COLLEGE

THE LIBRARY
APR 17 1931
UNIVERSITY OF MONTANA

ANNOUNCEMENT OF
SUMMER QUARTER
JUNE 8—AUGUST 20, 1920

DILLON, MONTANA

March, 1920

Entered at Dillon, Montana, as second-class matter under the
Act of Congress of August 24, 1912



THE UNIVERSITY OF MONTANA

EDWARD C. ELLIOTT, Chancellor of the University

The University of Montana is constituted under the provisions of Chapter 92 of the Laws of the Thirteenth Legislative Assembly, approved March 14, 1913 (effective July 1, 1913).

The general control and supervision of the University are vested in the State Board of Education. The Chancellor of the University is the chief officer. For each of the component institutions there is a local executive board.

Montana State Board of Education

S. V. STEWART, Governor.....	Ex-officio, President
S. C. FORD, Attorney General.....	Ex-officio
MAY TRUMPER, Supt. of Public Instruction.....	Ex-officio, Secretary

W. S. HARTMAN.....(1920)	C. H. HALL.....(1922)
W. M. BOLE.....(1920)	J. BRUCE KREMER.....(1922)
JOHN DIETRICH.....(1921)	LEO H. FAUST.....(1923)
A. LOUIS STONE.....(1921)	W. H. NYE.....(1923)

The University comprises the following institutions, schools and departments:

The State University, Missoula

Established February 17, 1893, and consisting of

The College of Arts and Sciences	The School of Business Administration
The School of Law	The School of Education
The School of Pharmacy	The Summer Quarter
The School of Forestry	The Biological Station
The School of Journalism	(Flathead Lake)
The School of Music	The Public Service Division
	The Graduate Division

EDWARD O. SISSON, President

The State College of Agriculture and Mechanic Arts, Bozeman

Established February 16, 1893, and consisting of

The College of Agriculture	The Summer Quarter
The College of Engineering	The Agricultural Experiment Station
The College of Applied Science	The Agricultural Extension Service
The College of Household and Industrial Arts	The Secondary Schools
Courses for Vocational Teachers	Home Economics
The School of Music	Mechanic Arts
	Agriculture

ALFRED ATKINSON, President

The State School of Mines, Butte

Established February 17, 1893

CHARLES H. CLAPP, President

The State Normal College, Dillon

Established February 23, 1893, and consisting of

The Teachers' Certificate Courses	The Rural School Course
The Two-years Course	The Three-years Course
The Summer Quarter	The Teachers' Service Division

SHELDON E. DAVIS, President

For publications and detailed information concerning the different schools and colleges address the President of the particular institution concerned. Communications intended for the Chancellor of the University should be addressed to the State Capitol, Helena, Montana.

OFFICIAL DIRECTORY

EXECUTIVE BOARD

Sheldon E. Davis (ex-officio) Chairman, Treasurer.....	Dillon
Robert W. Boone (term expires 1921), Secretary.....	Dillon
George P. Hughes (term expires 1923).....	Dillon

ADMINISTRATIVE OFFICERS

Edward C. Elliott, Ph.D.....	Chancellor, University of Montana
Sheldon E. Davis, Ph.D.....	President
E. Ray Mosher, A.M.....	Vice President
Margaret Craig Curran, A.B....Director of Teachers' Service Division	
Grant E. Finch, Sc.D.....	Director of Training
Katherine J. MacGregor.....	College Nurse
Velma Phillips, M.A.....	Dean of Women
Tessie M. Degan, B.S.....	Registrar
Alice Parr.....	Director of Residence Halls

THE FACULTY

(Summer Quarter)

Professors

Clark, Robert.....	Professor of Psychology and Biology A. B., Amherst College, 1892; M. A., 1902.
Curran, Margaret Craig (Mrs.)..	Director of Teachers' Service Division A. B., Columbia University, 1918.
Davis, Sheldon E.....	President and Professor of Education B. S., University of Missouri, 1907; A. B., 1908; M. A., 1909; Ph. D., Columbia University, 1917.
Finch, Grant E.....	Director of Training and Professor of Methods B. Ph., Upper Iowa University, 1890; M. A., 1893; Sc. D., 1907.
Garver, Frank H.....	Professor of History and Economics A. B., Upper Iowa University, 1898; M. A., 1908; Ph. D., Iowa State University, 1911.
Kress, Laura M. (Mrs.).....	Professor of Latin B. L., University of Wisconsin, 1891.
Light, Lee R.....	Professor of Rural Education B. S., Kansas Agricultural College, 1915; M. S., 1916.
McBain, J. Ford.....	Professor of Physical Science A. B., Michigan State Normal College, 1906; M. A., Co- lumbia University, 1917.
Mosher, E. Ray.....	Vice President and Professor of Mathematics A. B., University of Minnesota, 1903; M. A., Western Reserve University, 1907.

Associate Professor

Ketchum, Edna W.....Associate Professor of English and Mathematics
B. Pd., Montana State Normal College, 1909; B. L., Uni-
versity of California, 1912; M. A., University of Chicago,
1917.

Assistant Professors and Supervisors

Cluley, John B.....Assistant Professor of Drawing and Handwork
Nash, Nina M.....Supervisor of Intermediate Training
Phillips, Velma
 Dean of Women and Assistant Professor of Home Economics
 Ph. B., University of Chicago, 1915; M. A., Columbia Uni-
 versity, 1918.
Troxell, Eleanor.....Supervisor of Primary Training
 B. S., Columbia University, 1919.
Van de Walker, Pauline.....Assistant Professor of Music

Instructors

Degan, Tessie M.....Special Instructor in Penmanship
 B. S., State Teachers' College, Maryville, Missouri, 1919.
Free, Lilian.....Librarian, Instructor in Library Science
Hatch, Mabel.....Instructor in Instrumental Music and Harmony
Manning, C. G.....Special Instructor in Education and History
 A. B., Morningside College, 1907.
Russell, Alice E.....Special Instructor in English
 B. Pd., Montana State Normal College, 1909; B. A., Uni-
 versity of California, 1918.
Stevenson, Marjorie.....Special Instructor in Physical Education
Williams, D. S.
 Special Instructor in Geography and American Government

Critics

Baillie, Georgie.....Critic, Primary Grades
Hazard, Anne.....Critic, Ungraded Room
Norris, Julia E.....Critic, Intermediate Grades
Roberts, Olive.....Critic, Kindergarten
 B. E., National Kindergarten and Elementary College, 1918.
Stufft, Clella.....Critic, Grammar Grades
 A. B., University of Nebraska, 1916.

Demand for Teachers

The demand for trained teachers far exceeds the present supply. There is no possibility of meeting this demand during the next several years. Salaries are advancing and will continue to increase. Now is a good time to prepare for better positions by entering the summer quarter, and if possible, continuing in school until a diploma is earned. The free service of the Normal College Recommendation Committee will be at your command if you find it necessary to teach before graduation. This committee can easily place all available promising candidates in good teaching positions.

The Summer Quarter

The summer quarter is one of the regular divisions of the college year. It opens Tuesday, June 8, and continues eleven weeks, closing Friday, August 20. The quarter is divided into two terms, the first of six weeks ending Friday, July 16; the second of five weeks beginning Monday, July 19. Instruction in most classes is continuous during the entire session; the division into terms is for the convenience of those who find it impossible to attend the entire quarter. Plan to be enrolled for the first day of work; lessons will be assigned on the afternoon of the opening date. Students may be enrolled and classified Saturday and Monday preceding.

Reasons for Attending the State Normal College

1. The regular college faculty supplemented by able instructors selected from outside because of special fitness for the work of training teachers constitutes the teaching staff.
2. The Normal College devotes itself unreservedly to training teachers. Its buildings, library and equipment have been developed for this specific purpose. The State Normal College is one of the component institutions of the University of Montana. As such its work is given unquestioned recognition and credit.
3. The Training School conducted during the first term affords excellent opportunities for the observation of skillful teaching by expert critics; kindergarten, primary, intermediate and grammar grade work are exemplified.
4. All credits earned at the State Normal College are of permanent validity in meeting entrance requirements or for certificate or applied toward graduation.
5. Facilities for recreation are excellent. Tennis courts on the campus are kept in good condition. Excursions and picnic parties find interesting objectives among the mountains, canyons, and forests in the vicinity. The "Go," an annual excursion and picnic of students and faculty occurs during the summer quarter.
6. Dillon, altitude 5,100 feet, is a modern city of about four thousand population. It is a city of trees and homes. No school in the country has a finer summer climate.
7. Special lectures will be given from time to time by prominent educators of Montana and from outside the state.

Refund of Railroad Fare

Each regularly enrolled student who attends at least one term during the summer quarter and completes not less than six quarter credits of work is entitled to receive at the close of either term, or as soon thereafter as possible, a refund of the amount actually paid for round trip railroad fare less five dollars. The following requirements and conditions should be carefully noted:

1. But one refund is allowed any student during the current year.
2. The amount of refund is based upon fare over the cheapest route.
3. Pullman, parlor car and taxi fares are not refunded.
4. Students coming from other states are not entitled to refunds.
5. The State makes no provision for refunding war tax payments; accordingly the amount of war tax upon fares paid in coming to Dillon is deducted from refunds. Upon application at the college office, students who have completed work sufficient to entitle them to a refund, may secure certificates of exemption from payment of war tax on return tickets.
6. A receipt must be secured for each railroad fare paid. If the journey is not continuous, two or more receipts may be required. Receipts for fare from the applicant's residence to the institution and return with a claim blank properly filled out and witnessed by a notary must be filed at the president's office within thirty days after the close of the term or quarter. Claim blanks may be secured at the president's office after enrollment. No fares are refunded for which receipts are not presented.
7. While every reasonable effort will be made to expedite the payment of railroad fare refunds, it should be understood that claims for refunds are obliged to pass through the usual routine required by law for all claims against the State; without any remissness on the part of administrative officers there may yet be an interval of several weeks between filing a claim and its payment.

Admission Requirements

High school graduates and others whose secondary training enables them to meet the requirements of "certificate standards," page 7, may enroll in the summer quarter. Mature students who have had less than the amount of training indicated by these standards are not admitted to certificate courses, but may enroll in other classes of value to teachers and thereby add to their education. Prospective students in doubt as to the amount of their high school work, or its equivalent, should correspond with the College, and if possible, file copies of their grades and credits; these records will be returned upon request.

Teachers' Certificates

A large number of students in the summer session are teachers ambitious to advance their professional status by adding to their training while meeting legal requirements or securing a higher grade of certificate. For the information and convenience of such teachers, the certificate credit standards and regulations applied in all Montana summer schools are here published.

A definition of the twelve weeks of normal training without which "no person shall be given a regular certificate to teach" after July 1, 1920, is also given.

Certificate Standards

Standards for credits accepted on teachers' certificates established for summer schools and the institutions of the University of Montana and jointly adopted by the executives of the University of Montana and the State Board of Educational Examiners on January 16, 1920, to be effective on and after June 7, 1920. No certificate credits obtained prior to that date will be altered by these provisions.

A. Regulations for those seeking credits on certificate subjects, but not seeking to meet the legal requirements for twelve weeks of normal training as set forth in Chapter 114, Session Laws of 1917:

1. Before taking courses accepted for credit on second grade teachers' certificates at Montana summer schools and at any of the institutions of the University of Montana, candidates must have had a minimum of two years of high school training or its equivalent.
2. Before taking courses accepted for credit on first grade teachers' certificates at Montana summer schools and at any of the institutions of the University of Montana, candidates must have had a minimum of three years of high school training or its equivalent.
3. Before taking courses accepted for credit on professional grade certificates, candidates must be graduates from an accredited high school or have had an equivalent preparation.
4. "Equivalent preparation" shall be determined in the several institutions of the University of Montana by the administrative machinery which now exists for the determination of entrance and advanced standing credits of all students therein; but teaching experience shall not be counted as academic preparation. In the summer schools not under the control of the University of Montana, "equivalent preparation" shall be determined under rules and regulations fixed by the superintendent of public instruction.

5. Certificate subjects shall be measured in terms of hours of classroom work of approximately 60 minutes each with an average preparation of one hour and 30 minutes. In sum-

mer schools under the jurisdiction of the superintendent of public instruction, subjects other than certificate subjects shall meet the same requirements. The minimum number of classroom hours for each certificate subject shall be as follows:

Reading	45	American Literature.....	45
Writing	15	Physical Geography.....	45
Arithmetic	45	Elementary Psychology....	45
Spelling	15	School Management.....	30
Grammar	45	School Law.....	15
Geography	45	Educational Psychology..	45
Physiology and Hygiene..	30	Principles of Education....	45
U. S. History.....	45	English Literature.....	45
Civics	45	History of Education.....	45
Theory and Art.....	45	General History.....	45
Agriculture	45		

6. Fifteen or sixteen hours of classroom work will constitute a normal weekly program. Students of exceptional ability may, with the approval of the faculty of the school, be permitted to carry a maximum of nineteen hours of class work per week. Excessive class registration, which necessarily limits the quality of the work, may be deemed sufficient grounds for withholding certificate credit. No certificate credit will be recognized if earned in a class enrolling more than forty students, unless it can be shown that such class was conducted by a teacher of superior ability and under favorable conditions.

7. The same standards shall also apply to the credits obtained through correspondence courses which are completed after June 7, 1920.

B. Standards for those seeking to meet the legal requirement of twelve weeks of normal training as set forth in Chapter 114, Session Laws of 1917. Students seeking to comply with the requirements of the law set forth in Chapter 114, Session Laws of 1917, may do so under the following condition:

1. Students must have a minimum academic preparation of two years of high school work or its equivalent, as stipulated in Chapter 114, Session Laws 1917, Section 5.

2. Such students must carry 15 quarter hours of credit and do passing work in at least 12 quarter hours. One quarter hour of credit shall be understood to mean two and one-half hours in class and preparation (as fixed under A (5) above), carried throughout twelve weeks; or an equivalent time spent in class and preparation.

3. Such students shall also conform to the other standards set forth in A (5) and (6) above.

4. Sixty per cent of the work in the "twelve weeks of normal training" shall be in the above certificate subjects.

Certificate Subjects

All certificate subjects are offered during the summer quarter. Normal College credit is recorded for all work satisfactorily completed. For convenience, catalog names and numbers are presented in the accompanying list:

*Reading.....	Reading and literature.....	4 or 5
*Writing.....	Penmanship	1
Arithmetic	Arithmetic	1
*Spelling.....	Spelling	1
Grammar	Grammar	2
Geography	Geography	1
*Physiology and hygiene.....	Child hygiene—Education	11
United States history.....	American history.....	1 or 2
Civics	American government.....	3
*Theory and art.....	Method—Education	7, 8, 9 or 10
Agriculture	Agriculture	1
American literature.....	American literature	8, 9 or 10
*Physical geography.....	Physiography	3
Elementary psychology.....	Psychology—Education	1
*School management.....	Administration and management—Education	3
*School law.....	Administration and management—Education	3
(Also given separately first term)		
Educational psychology.....	Educational psychology—Education	14
Principles of education.....	Principles and technique—Education	2
English literature.....	English literature	12
History of education.....	History of education.....	13
General history.....	Contemporary history.....	8

With few exceptions courses are organized with the expectation that students will remain the entire quarter. Spelling, writing and school law are completed during the first term and repeated during the second. Physiology is offered only the first term. Students who find it impossible to be in attendance during the entire quarter may enroll in two sections of the same subject and receive full credit and a final grade in certain courses in which the content may be organized so as to prevent repetition. All certificate subjects which may be completed in one term of the summer quarter are indicated by an asterisk (*). A number of the subjects not required for certificate may also be completed during one term.

It should be noted that a student who earns final credit and grades during half of the quarter will usually be limited by the certificate standards to completion of two subjects. Thus eight class periods a week in reading and eight in theory and art with necessary preparation, would constitute the "normal weekly program" defined in "Certificate Standards" (A 5, 6 page 5).

Fees and Deposits

- A registration fee of \$10.00 is charged for the summer quarter or any part thereof. Students in manual training and home economics

pay for material used. A library deposit of one dollar is required of all students; this is returned, less fines incurred. A locker deposit of fifty cents is required of students in physical education; this is returnable. Those who take instrumental music pay for lessons, and piano rental if College pianos are used for practice.

Board and Room

The price of room per student in the residence halls varies from \$5.25 to \$7.75 per calendar month, two occupying each room. Rooms in the new residence hall are furnished with single beds. Laundry facilities are free. Bed linen is furnished by the College. The charge for meals at the residence hall is \$22.50 per month. Room and board are payable by the month in advance.

In assigning rooms at the residence halls preference will be given to the younger girls.

A full list of rooms in town is on file with the Dean, who exercises supervision over living conditions of students not housed in the residence halls. Those who have not made reservations should apply to the Dean upon arrival in Dillon. It is proposed to maintain cafeteria service during the summer quarter.

The New Curriculum

The Normal College curriculum has been thoroughly revised. Since the new plan goes into operation at the beginning of the summer session, a general outline of requirements is included. The strong features of the old course have been preserved; changes have been made in the direction of more freedom and greater adaptability to the individual student's needs and prospective teaching career. Students already enrolled will be permitted to graduate under former requirements or to utilize elective opportunities offered by the new curriculum.

Outline of Curriculum

(For High School Graduates)

First Year		Second Year	
Arithmetic	4 cr.	Arithmetic	2 cr.
Grammar	4 cr.	Child hygiene	3 cr.
Composition	4 cr.	Economics	3 cr.
Reading and literature.....	4 cr.	Handwork	2 cr.
American history.....	4 cr.	Observation and participation	3 cr.
American government.....	4 cr.	Method	4 cr.
Geography	4 cr.	Directed teaching	8 cr.
Music	4 cr.	Modern education	3 cr.
Drawing	4 cr.	Elective	20 cr.
Psychology	4 cr.		
Principles and technique of teaching	4 cr.		
Administration and manage- ment	4 cr.		
Total	48 cr.	Total	48 cr.

Additional requirements.

During the first year, spelling, penmanship and library economy, one quarter each; physical education, three quarters. During the second year, two quarters of physical education are required.

Restrictions upon electives.

Students whose high school preparation included: (a) less than two units of history, elect six credits in addition to required courses in the subject; (b) less than two units of science elect six credits in a science not pursued in high school. Girls whose high school course included less than a unit of home economics, elect courses (1) and (2) in home economics.

Exemptions.

The purpose of the Normal College curriculum is to give each student maximum professional development rather than to insure a uniform type of teacher. Following this ideal, students are systematically exempted from required courses whenever it appears that a considerable proportion of their content might be unprofitable repetition of previous experience or training. In lieu of such exemptions, an equal amount of elective work must be completed. Teacher-training high school graduates who establish an excellent record in college classes are exempted from a limited number of courses; students having completed a course in economics are exempted from economics; teachers of successful experience in closely supervised school systems may be exempted from elementary courses in the subjects they have taught and carry advanced work in the same or related fields. In the same way, experienced teachers, after demonstrating ability and probable limit of profitable contact with the training school, may be excused from further directed teaching and permitted to elect other work.

COURSES OF INSTRUCTION

Agriculture

Professor, Lee R. Light.

1. Agriculture. 4 cr. Elective.

A study of elementary general agriculture with the purpose of preparing teachers to present the subject in rural schools. The state rural school course of study is carefully considered. Mr. Light.

Arithmetic

Professor, E. Ray Mosher.

1. Arithmetic. 4 cr.

Required during the first year. Problem solving with emphasis upon method; formulation of problems and method of attack; examination and evaluation of drill devices and number games; use of standard tests and measurements of attainment; practical applications of local measurements rather than bookish terms and usages; observation of lessons in the training school; use of the State course of study. Mr. Mosher.

3. Junior high school mathematics. 3 cr. Elective.

Organization of junior high school mathematics; vocational motive; application of simple algebraic and geometric procedure; comparative study of junior high school textbooks. Mr. Mosher.

Drawing and Handwork

Assistant Professor, John B. Cluley.

1. Public school drawing. 4 cr.

Required during the first year. The elements of drawing; pencil, outline and shading work; elementary color and design; blackboard illustrative drawing; materials, course of study and methods adapted to use in grade and rural schools; observation of drawing classes in the training school. Attention to the poster and drawing suggestions of the State course of study. Mr. Cluley.

2. Blackboard sketching. 2 cr. Elective.

Designed to show the value of blackboard drawings and diagrams in the teaching of all school subjects and to give teachers confidence in their own ability in this field. Crayon, white and colored, is the principal medium used; outline drawings of birds, animals, trees, flowers, and all landscape forms; action drawings of boys and girls in outline and silhouette; story illustration. Mr. Cluley.

3. Poster design. 3 cr. Elective.

Prerequisite drawing "course one" or its equivalent. A study of poster colors; representative historic alphabets; value of the human element in commercial designing, the best advertising magazines being used as suggestions. The entire course is based on school and community activities. Mr. Cluley.

5. Primary handwork. 2 cr.

Paper cutting, tearing, primary clay work, simple booklet problems; paper and cardboard boxes and folders; yarn rugs, raffia braiding and mats; sand table work; doll house and furniture. Handwork problems of State course of study in primary grades. Mr. Cluley.

6. Intermediate handwork. 2 cr.

Weaving rugs, making hammock, mats, baskets, reed and raffia problems; toy-making; booklet making, including books with pasteboard cover. Handwork projects suggested in State course of study for intermediate grades. Mr. Cluley.

7. Manual training. 2 cr.

Woodwork, marking and squaring, use and care of tools, mechanical problems and projects. Mr. Cluley.

Education

Professors, Robert Clark, Margaret Craig-Curran, Sheldon E. Davis, Grant E. Finch, Lee R. Light; Assistant Professors, Nina M. Nash, Eleanor Troxell; Mr. C. G. Manning.

1. Psychology. 4 cr. Required.

A general course fundamental to an understanding of all work in education involving method, course of study, or management of pupils, biologic foundations of education, related applications of animal psychology, relations of mind and body, significance of human

infancy; heredity, and the educational meaning of the studies of Galton, Mendel, or the Jukes-Edwards comparisons; instinct, capacities, attention, association, habit, memory, emotion; acquaintance with terms widely used in education, such as apperception, transfer of training, formal discipline, fatigue, work curve. Mrs. Curran.

2. Principles and technique of teaching. 4 cr. Required.

Prerequisite a course in psychology. This course is devoted primarily to the teaching phases of school work. The general aims of education; social purpose in maintaining formal agencies of education; the pupil as the subject and the curriculum as the subject matter of education; enrichment, elimination, local and general elements, minimum essentials, attempts at scientific determination of curriculum values; induction, deduction, analysis, synthesis, problem, project, hypothesis, inference, verification, generalization and types as method terms; lesson types determined by purpose-drill, instruction, appreciation, development, testing; teaching and learning activities—assignment, study, the recitation; teaching expedients—question and answer, socialized study or class groups, supervised study, topics, lecture or telling, written work, note books, reviews, textbook lessons; illustrative material, field trips and excursions; directions for use of reference material; testing results—examinations, objective measurement contrasted with subjective estimates, acquaintance with the standard test idea and familiarity with use of a few best known tests. Classroom procedure observed in college and training school classes. Mrs. Curran.

3. Administration and management. 4 cr. Required.

Administrative terminology; the national government in relation to education; state, county and local organization; the teacher's official relationships with state, county or city superintendents or supervisors; professional ethics in securing positions and keeping contracts; the school law in so far as it relates to the teacher's work or is important in educational discussion; departmental teaching and junior high school; training, personal and social qualities, of teachers, the problems of beginners, capitalizing experience through self-improvement while in service; professional periodicals for each department or school subject, bulletins of the Bureau of Education, reports of the National Education Association and publications of the State Superintendent as professional reading; attendance, the school register, records, reports to parents, official forms used in Montana; grades, marks, promotions, failures, retardation and elimination; sense defects in relation to instruction and progress; program making; school, class, and playground discipline, incentives, penalties, self-government; extra-school activities—societies, athletics, the school paper; external elements—shape, size, heating, ventilation, lighting, decoration and sanitation of schoolrooms; water supply, drinking fountains and toilets; selection and purchase of school furniture and teaching equipment—diction-

aries, encyclopedias, library books, globes and maps; study of the advertising pages of educational periodicals. Mr. Manning.

4. Observation. 3 cr. Required.

By means of typed syllabi including outlines, suggestions, questions, problems and observation projects, each student is given opportunity to apply principles and standards presented in preceding courses through a planned series of visits to the training school. Participation, directed teaching and preparation of lesson plans insure acquaintance with the teaching problems of succeeding courses. Mr. Finch, Miss Nash, Miss Troxell.

7. Primary-kindergarten method. 4 cr.

Organization and presentation of subject matter in the primary grades. The problems peculiar to teaching children the beginnings in each fundamental subject. Consideration of the time distribution and general outline of the State course of study for the first three grades. Special method studies. Comparison and criticism of textbooks. Miss Troxell.

8. Intermediate method. 4 cr.

Transition from primary to intermediate work; organization and presentation of subject matter in grades four, five and six. Examination, criticism and effective use of the adopted textbooks; the State course of study; lesson plans and projects; special method studies. Miss Nash.

9. Grammar grade method. 4 cr.

Special problems in organization and presentation of subject matter in grades seven and eight. Economical use of the adopted textbooks and the State course of study; time distribution of subjects, observation of illustrative lessons in the training school. Special method studies in typical subjects. Mr. Finch.

10. Rural school method. 4 cr.

Presentation of subject matter in all grades emphasizing applications to rural problems and conditions; Montana course of study; comparisons with the manuals of other states, the alternation plan and use of adopted textbooks; devices to insure motivation of rural school work. -Mr. Light.

11. Child hygiene. 3 cr. Required.

Summary of rudimentary facts of physiology necessary for a general understanding of the principles of hygiene, sanitation and health control, public provisions for safeguarding health—medical inspection, school physician, school nurse, dental clinics, open air schools; the hygiene of school subjects; sight, hearing and posture; health surveys, health cards, health posters; sanitation and health equipment in advertising pages of educational periodicals. The State course of study in hygiene and physiology. Mr. Clark.

12. Rural school problems. 4 cr. Elective.

Development of the modern rural school and its problems; comparisons between urban and rural school progress; legal provisions affecting rural education; taxation, school funds, county unit, transportation, "standard" and "superior" schools, county supervision. Studies of rural, social and educational movements, rural surveys, community activities. The problems of management and administration peculiar to the one room rural school. Mr. Light.

13. History of education. 4 cr. Elective.

Primitive and early education—its imitative method and non-progressive ideals evaluated; significant contributions of Greek education to modern theory and practice; Christian, monastic, scholastic and humanistic education; the education of chivalry, the courts and knightly academies; the teaching congregations, their method and influence; rise of cities, guilds, apprenticeship and the beginnings of modern public education; philanthropy in education; education in the United States. Educational theories and method as formulated by Locke, Rousseau, Pestalozzi, Herbart, Froebel and Dewey. Mr. Clark.

14. Educational psychology. 4 cr. Elective.

Study of inborn tendencies; responses, interests and capacities; stages of child development; tests of mentality, child welfare, individual differences; attention, habit, memory, the learning process and methods of learning process and methods of learning applied to common school subjects; the psychology of play and character formation; experimental and statistical method applied to learning and estimating efficacy of curriculum organization and content. Typical references, Colvin, Freeman, Kirkpatrick. Mr. Clark.

15. Supervision and administration. 3 cr. Elective.

For superintendents, principals and experienced teachers preparing for supervisory or administrative positions. Public support of education; the school board; the superintendent, the principal and supervisors; selection, direction and improvement of the teaching staff; school finance and accounting; school records; graduation, retardation and elimination; school architecture and supplies; school surveys and administrative significance of educational measurements.

Mr. Davis.

16. Kindergarten—primary curriculum. 2 cr. Elective.

Survey of primary and kindergarten curricula; Froebel, Blow, Montessori, Hill; study of kindergarten children; home, community and group interests in relation to curriculum; excursions, projects and problems. Miss Troxell.

17. Educational measurements. 2 cr. Elective.

Methods used in establishing standards of public school attainment; advantages of scientifically derived norms instead of subjective estimates; school surveys as applied to instruction. A large collection of test material has been provided for the use of this class and others interested in educational measurements Mr. Davis.

English

Professor, Laura M. Kress; Associate Professor, Edna W Ketchum;
Miss Alice E. Russell.

1. Spelling. Required.

Study of syllabication, accent, pronunciation, phonics and diacritical markings; derivation, prefixes, suffixes, homonyms, antonyms, synonyms, rules of spelling and their application; acquaintance with the work of the Simplified Spelling Board and with most widely known spelling scales and lists; diagnosis of typical errors and difficulties and study of corrective devices; correction of composition and spelling papers of training school pupils; use of spelling book adopted in schools of Montana and selection of spelling lists suitable for spelling lessons in grade and rural schools; dictation spelling, written and oral lessons, contests, games and other teaching devices exemplified in the work of the course. The State course of study is used as a basis for this course. One lesson a week is devoted to spelling lists of words selected by the instructor or co-operative effort of the class. An endeavor is made to develop spelling conscience and the dictionary habit. Students whose spelling in their written work persistently falls below the standard of ninety-nine per cent correctness are required to repeat this course until marked improvement results.

Miss Russell.

2. Grammar. 4 cr. Required.

Technical grammar based upon minimum essentials. Study of the sentence and parts of speech; analysis and parsing; grammatical punctuation; application of grammatical principles in oral and spoken English, and incidental attention to form standards in composition. Students become familiar with the grammar outline in the State course of study and with textbooks used in Montana. Observation of lessons in upper grades of the training school. Miss Ketchum.

3. Composition. 4 cr. Required.

Prerequisite a course in grammar. Oral and written exercises, punctuation, capitalization, page arrangement and form; dictation, short themes, story and letter writing; sentence sense and paragraph development; correction of errors, spoken and written; grading of papers from the training school; language and composition tests and standards for each grade; copying drills, games, use of form standards, development of self-critical attitude, "Correct English Week," and other teaching expedients applicable to school work; observation visits to language and composition classes in primary and intermediate grades of the training school. The State course of study in language is used in this course. Miss Ketchum.

4. Reading and literature in lower grades. 4 cr.

Students preparing to teach in primary or lower intermediate grades elect this course instead of course five. The general content is the same as that of course five with specific applications to work

of the first three grades. Story telling, adaptations of classics for telling to young children; methods of teaching beginners to read; word and phonic drills, use of blackboard and flash cards. Observation lessons in lower grades of the training school. Miss Russell.

5. Reading and literature in upper grades. 4 cr.

Each student expected to read all basic and supplementary selections listed in the literature and reading outlines of the State course of study; use of newspapers for informational and vocational reading; oral and silent reading, rate of reading, standards and measurements; pronunciation, articulation, emphasis, reading and speaking position, dramatization, telling short stories; teaching use of the dictionary; developing a taste for reading and the reading habit. Observation lessons in upper grades of the training school. Miss Russell.

7. Junior high school Latin. 3 cr. Elective.

Presupposes not less than two years of secondary Latin. For teachers of Latin or grammar in the junior high school. The study is approached through the pupil's knowledge of English; analysis, derivation, word stories; constant comparisons between English and Latin constructions; suggestions for making Latin an effective auxiliary in teaching the mother tongue and the elements of its grammar. Mrs. Kress.

8. American Literature. 4 cr. Elective.

Colonial and first national period, including Irving, Poe, Bryant and Cooper. Mrs. Kress.

9. American Literature. 4 cr. Elective.

Poets and essayists of the second national period—Longfellow, Whittier, Emerson, Lowell, Holmes, Lanier and Whitman. Mrs. Kress.

10. American Literature. 4 cr. Elective.

Prose writings of the second national period and recent literature. Rapid reading of many works from Hawthorne to the present. Mrs. Kress.

12. English Literature. 4 cr. Elective.

The drama and lyric poetry. Elizabethan period to Tennyson, inclusive. Miss Russell.

History and Government

Professor, Frank H. Garver; Mr. C. G. Manning, Mr. D. S. Williams.

1. American History. 4 cr.

Required of students preparing to teach in primary or intermediate grades. The aim will be to show how the colonies developed institutions of their own as they grew into states strong enough to win independence and establish a new nation devoted to liberty and democracy. Emphasis upon the physical basis, the American Indians, and the European background; an endeavor to estimate the debt which our country owes to the civilizations of Greece, Rome, Europe generally, and especially England; the State course of study, the literature of the subject necessary to successful teaching of history in

grades below the seventh, the study of biography, use of blackboard, maps and pictures; spelling and pronunciation of proper names in history. Mr. Garver.

2. American History. 4 cr.

Required of students preparing to teach in grammar grades.

A study of the history of the United States during the National period. Fundamental political, constitutional, military, social and industrial phases; emphasis upon American characteristics, institutions, methods, policies, principles, ideals, and contributions; our growth from a position of isolation to that of a world power; development of democracy and our part in the World War. The State course of study for the seventh and eighth grades will be reviewed in class, and attention given to outlining history for teaching purposes. Mr. Garver.

3. American Government. 4 cr. Required.

After an introduction dealing with the elements of political science this course will deal (1) with the actual workings of the federal government, and (2) with the State and local government of Montana. Emphasis upon institutions developed during the last two decades in an endeavor to make our government more democratic; upon the privileges and responsibilities of American citizenship, the process of naturalization, and Americanization; community civics in connection with study of the government of Montana. Mr. Williams.

5. Sociology. 3 cr. Elective.

Introduction to the theory of society and of social development; the study of present day social problems such as population, immigration, the negro question, the city, poverty, pauperism and crime. Rural sociology will receive attention. An endeavor is made to direct students' attention to the large amount of magazine space devoted to sociological topics and to develop a critical and discriminating attitude in evaluating proposed remedial or ameliorating measures. Mr. Garver.

8. Contemporary history. 1862-1920. 4 cr. Elective.

The aim of this course is to lay foundations for a correct understanding of present day events through a study of the growth of the German Empire, Franco-Prussian War, Triple Alliance, Triple Entente, the background of the World War, the Peace Conference and the new map of Europe. Mr. Manning.

9. History of Montana. 1 cr. Elective.

A general course in the history of Montana, designed for teachers, especially those from other states, who are not acquainted with the story of this commonwealth. The events, the literature of the subject and plans for the study of local history; illustrated lectures on historical sites of Montana and excursions to Bannack and Virginia City; the use of local history and background in vitalizing history instruction. Mr. Garver.

10. Current events. 1 cr. Elective.

A study of current events designed to give the student an acquaintance with the best periodical literature and an understanding of the great political and economic questions of the day. Plans suggested for relating current events with history instruction in the upper grades. Mr. Garver.

Home Economics

Assistant Professor, Velma Phillips.

1. Foods. 3 cr.

A comprehensive course in food preparation, care and serving. Emphasis upon choice of foods, nutriment values, place in diet and relative costs. Relevant facts about the digestive process. Preparation of school lunches and food for the sick. Miss Phillips.

2. Clothing. 3 cr.

Choice of clothing, elementary facts and standards of costume design and textiles from the consumer's viewpoint. Economical and suitable clothing for school children. Laboratory exercises in making simple articles of apparel. Miss Phillips.

5. The teaching of home economics. 3 cr. Elective.

Survey of subject matter, comparison of grade and junior high school curricula, equipment of the home economics laboratory and management of laboratory classes. Miss Phillips.

Library Economy

Librarian, Mrs. Lilian R. Free.

1. Library economy. Required.

Relation between the library and the school. The use and value of the card catalog, dictionaries, encyclopedias and reference books in general use; book selection and book buying; preparing books for the shelves; classification, accessioning, cataloguing; reference work, investigating a subject in the library, preparation of bibliography; selection and care of public school libraries. Mrs. Free.

Music

Assistant Professor, Pauline Van de Walker.

1. Public school music. 4 cr. Required.

The elements of music, rote singing and sight reading; acquaintance with songs suitable for each grade of the elementary school; direction of chorus work and observation of music classes in the training school. Miss Van de Walker.

3. Music appreciation. 3 cr. Elective.

A course designed to develop power of intelligent listening. Both vocal and instrumental forms of music studied from the standpoint of the one who listens, as well as of the one who sings or plays. Dis-

tinctions between good and bad music; a study of the value of music in all phases of life. The leading forms of musical composition analyzed, special attention being given to the cantata, the oratorio, and the opera. A study of the orchestra and of orchestral music. Extensive use of the victrola to illustrate all studies. Miss Van de Walker.

5. Chorus singing. Elective.

The chorus meets at least twice a week. For satisfactory work, a half credit is given each quarter; no credit is recorded for less than two twelve weeks' terms of participation in the chorus. Miss Van de Walker.

Penmanship

Instructor, Tessie M. Degan.

1. Penmanship. Required.

Palmer system used; relaxation, position and movement drills; writing to count. Methods of teaching consciously exemplified and studied. Observation of penmanship classes in the training school and grading of pupils' written work; tests, writing scores and standards in each grade of the elementary school. Each member of the class becomes familiar with the State course of study in penmanship. Students whose written work persistently falls below the standard of the Ayres scale, quality 70 (Thorndike, eleven, Palmer eighth grade standards) will be required to repeat this course. Miss Degan.

Physical Education

Instructor, Marjorie Stevenson.

1. Physical education. Three quarters required during the first year.

Gymnasium tactics, free exercises, wand and dumb-bell work, folk dances and games. Outline of physical exercises and games suitable for primary, intermediate and grammar grades of the public school. Participation in games and contests which students may later introduce and supervise. Nature of the course varied somewhat according to needs of the class and seasonal athletic interests. Gymnasium suits required. Miss Stevenson.

2. Physical education. Two quarters required during the second year.

Playground work studied, participated in, and directed by members of the class. Student teachers conduct gymnasium classes and direct playground and indoor games in the training school. Study and use of playground apparatus. Lectures, readings, and preparation of notebook descriptive of games suitable for public school use. Volley ball, captain ball, tennis and basketball. Miss Stevenson.

Physical Science

Professor, J. Ford McBain; Mr. D. S. Williams.

1. Geography. 4 cr. Required.

General principles; geography of the United States through type studies and problems; the new map of Europe; minimum essentials; detailed study of Montana; use of contour and relief maps, the blackboard, globes, pictures, stencils and other aids in teaching geography; geographical readers and supplementary material; the adopted textbook and the State course of study; observation lessons upon the use of aids and devices in the training school. Mr. Williams.

2. Commercial and industrial geography. 3 cr. Elective.

Study of the influence of geographical conditions upon the development of industry and commerce; geographic control of industry, trade, raw material and food supply. Manufacturing in the United States with special attention to important industries of Montana. Visits to mines and smelters arranged at the option and convenience of the class. For teachers in grammar grades and junior high school. Mr. McBain.

3. Physiography. 4 cr. Elective.

Laboratory subject. Forms of the earth's surface and processes by which they are changed; atmosphere and climate; influence of geographical factors upon the distribution of peoples, modes of living, industries and institutions. Field trips to illustrate methods of utilizing the opportunities of studying physical geography so abundant in most sections of Montana. Mr. McBain.

6. General science. 6 cr. Elective.

Prerequisite, high school or college courses in physical and natural science. A study of physical and natural sciences and their application in teaching subjects of the elementary school or junior high school curriculum. Laboratory work and demonstration experiments required; use of simple apparatus, teaching with minimum equipment, planning and working of projects, list of projects for pupils in grades, use of local material, visits to the training school, field trips, examination of textbooks in general science, reference work, use of current magazines, preparation of notebook for use in teaching. Mr. McBain.

CLASS SCHEDULE OF SUMMER SESSION

First Period

- *Administration and management (3)
- *American history (1)
- *Arithmetic (1)
- *American literature (8)
- Blackboard sketching (first term) (2)
- Domestic science (1)
- *Geography (1)
- *Grammar grade method (9)
- *History of education (13)
- Library economy (1)
- Poster making (second term) (3)
- *Primary method (7)
- *Psychology (1)
- *School law (3 in part)

Third Period

- *American government (3)
- *Arithmetic (1)
- *Contemporary history (8)
- Drawing (1)
- Educational measurements (17)
- *Educational psychology (14)
- *Grammar (2)
- Intermediate observation (first term) (4)
- Physical education (1)

Fifth Period

- *American government (3)
- Current events (second term) (10)
- *Educational psychology (14)
- *Geography (1)
- Intermediate handwork (6)
- *Intermediate method (8)
- Montana history (first term) (9)
- Music (1)
- *Physical geography (3)
- Primary handwork (5)
- *Psychology (1)
- *Reading and literature (4)

Seventh Period

- *Administration and management (3)
- *Agriculture (1)
- Chorus singing (5)
- Domestic art (2)
- General science (6)
- Junior high school Latin (7)
- Manual training (7)
- *Penmanship (1)
- Physical education (1)
- *Reading and literature (5)

Second Period

- *American history (2)
- *American literature (9)
- Domestic science (1)
- *Grammar (2)
- Grammar grade observation (first term) (4)
- Industrial geography (2)
- Intermediate observation (first term) (4)
- Primary observation (first term) (4)
- Rural problems (12)
- *Spelling (1)

Fourth Period

- *Agriculture (1)
- Chorus Singing (5)
- Composition (3)
- *English literature (12)
- Grammar grade observation (first term) (4)
- Junior high school mathematics (3)
- Kindergarten-primary curriculum (second term) (16)
- Music (1)
- *Physical geography (3)
- Primary observation (first term) (4)
- *Principles and technique (2)
- Sociology (5)
- Teaching of home economics (5)

Sixth Period

- *American literature (10)
- *Arithmetic (1)
- *Child hygiene (11)
- Domestic art (2)
- General science (6)
- *Grammar (2)
- Music appreciation (3)
- Physical education (2)
- *Primary method (7)
- *Principles and technique (2)
- *Rural method (10)
- Supervision and administration (second term) (15)

(*)—Certificate credit courses. Additional classes in some subjects may be organized. Write to the College if program conflicts seem to prevent classifying for courses you wish to take. Numbers in parentheses are those used in the summer school announcement.

All class periods conform to the requirements of certificate standards, A-5, page 7.

ANNOUNCEMENT OF CORRESPONDENCE STUDY COURSES 1919-1920

Credits

All courses completed by correspondence study are given the same credit as if taken in residence at the State Normal College. The amount of credit is indicated in the list of courses. Correspondence study credits may be applied as grades on teachers' certificates. If there is a demand, additional courses may be offered. In some courses, Reading Circle books are used as texts. In these, Reading Circle credit will be given.

Expense

The fee for correspondence work is \$2.50 per credit, payable when application for the course is made. This fee includes postage upon lessons returned by the College, the student paying postage upon all lessons sent in. Textbooks must be supplied by the student. No fee is refunded because of a student's failure to complete the work for which he is registered. If an application for correspondence work is not approved by the State Normal College, the fee will, of course, be returned to the applicant.

List of Courses—Price List of Books

Note.—These books may be procured from the publishers, or from Woodworth's Book Store, 1311 East Fifty-seventh Street, Chicago, Illinois:

ELEMENTARY AGRICULTURE. 5 Credits

Corn Production in Montana. College Bulletin. College of Agriculture, Bozeman, Mont.....	Free
Field Crops. Wilson & Warburton. Webb Publishing Co., St. Paul, Minn.	\$1.50
Animal Husbandry for Schools. Harper. MacMillan, Chicago.....	1.50
Agriculture. Benson and Betts. Bobbs-Merrill, Indianapolis, Ind.....	1.25

GRAMMAR. 5 Credits

Written English. Wooley. D. C. Heath & Co., Boston, Mass.....	1.00
Sentence and Theme. Ward. Scott-Foresman Co., Chicago, Ill.....	1.00

JUNIOR COMPOSITION. 5 Credits

Speaking and Writing. Sheridan. B. M. Sheridan, Lawrence, Mass... ..	.50
Composition Scale. Harvard-Newton, 2151 Pacific St., Brooklyn, Pa.15
Composition Scale. Hillegas. Teachers' College, Columbia University, New York City.....	.30
Composition Scale. Trabue. Teachers' College, Columbia University, New York City.....	1.00

AMERICAN LITERATURE. 5 Credits

Three Centuries of American Poetry and Prose. Newcomer-Andews-Hall. Scott-Foresman Co., Chicago.....	2.00
American Literature. Newcomer. Scott-Foresman Co., Chicago.....	1.25
(Texts needed for supplementary reading)	
The Last of the Mohicans. Cooper (Edited by Lewis). Scott-Foresman Co., Chicago.....	.40
The Sketch Book—Selections. Irving. Allyn & Bacon Co., Chicago	.35

Twice-Told Tales.	Hawthorne.	Houghton-Mifflin Co., Chicago.....	\$.70
To Have and To Hold.	Mary Johnston.	Grosset & Dunlap, New York.	.75
ENGLISH LITERATURE. 5 Credits			
Twelve Centuries of English Poetry.	Newcomer and Andrews.		
Scott-Foresman Co., Chicago.....			2.00
English Literature.	Long.	Ginn & Co., Chicago.....	1.65
Representative English and Scottish Ballads.	R. Adelaide Witham.	Houghton, Mifflin & Co., Chicago.....	.50
The Lady of the Lake.	Edited by Helen E. Bacon.	American Book Co., Chicago30
The Idylls of the King.	Edited by Mary P. Willard.	American Book Co., Chicago.....	.30
AMERICAN HISTORY. 5 Credits			
History of the United States.	Elson.	MacMillan Co., Chicago.....	1.80
Millan Co., Chicago			1.80
American Politics.	Johnston.	Henry Holt & Co., Chicago.....	1.00
AMERICAN GOVERNMENT. (Civics) 4 Credits			
American Federal State.	Ashley.	MacMillan Co., Chicago.....	2.50
Civics for Montana Students.	1917 Edition.	Swain. Scott-Foresman Co., Chicago75
ARITHMETIC. 5 Credits			
The Teaching of Arithmetic.	Stone.	Benjamin J. Sanborn & Co., Chicago	1.40
ARITHMETIC. 5 Credits			
Higher Arithmetic.	Stone-Millis.	Benjamin J. Sanborn & Co., Chicago	1.00
PENMANSHIP. 2½ Credits			
Palmer Instruction Book.	A. N. Palmer.	A. N. Palmer, 30 Irving Place, New York.....	.25
GEOGRAPHY. 5 Credits			
Teaching of Geography.	Dodge and Kirchway.	Rand Co., 40 East Twenty-second Street, Chicago.....	1.10
Modern Geography.	Salisbury, Barrows and Tower.	Holt Co., 623 South Wabash Avenue, Chicago.....	1.25
Second Book Geography.	Tarr and McMurry.	MacMillan Co., Chicago	1.10
Mathematical Geography.	Johnson.	American Book Co., Chicago....	1.15
PHYSICAL GEOGRAPHY. 5 Credits			
Physiography (Elementary Course).	F. Salisbury.	Holt Co., 623 South Wabash Avenue, Chicago.....	1.30
Introductory Geology.	Chamberlain & Salisbury.	Holt Co., 623 South Wabash Avenue, Chicago.....	2.00
*SCHOOL HYGIENE. 2½ Credits			
Health Work in the Schools.	Hoag and Terman.	Houghton-Mifflin Co., Chicago.....	1.60
Hygiene of the School Child.	Terman.	Houghton-Mifflin Co., Chicago	1.60
*ELEMENTARY PSYCHOLOGY. 5 Credits			
Human Behavior.	Colvin and Bagley.	MacMillan Co., Chicago.....	1.00
The Mind and Its Education.	Betts.	Appleton Co., 35 West Thirty-second Street, New York City.....	1.25
*EDUCATIONAL PSYCHOLOGY. 5 Credits			
Psychology of Childhood.	Norsworthy and Whitley.	MacMillan Co., Chicago	1.80
The Normal Child and Primary Education.	Gesell and Gesell.	Ginn & Co., Chicago.....	1.50
PHYSIOLOGY AND HYGIENE. 5 Credits			
Course of Study for Rural Schools in Montana, Physiology and Hygiene			Free
Health Book No. 2.	Woods-Hutchinson.	Houghton-Mifflin & Co., Chicago65
Principles of Public Health.	Tuttle.	World Book Co., 2126 Prairie Ave., Chicago50

LIBRARY OF
UNIVERSITY OF MONTANA
APR 17 1903

Personal Hygiene. Pyle. W. B. Saunders, Philadelphia	\$1.75
No. 44—Organized Health Work in Schools. U. S. Bureau of Publications, Washington, D. C.	.10
Farmers' Bulletins. Procure the following from Department of Agriculture, Washington, D. C.	Free
No. 63—Care of Milk;	
No. 490—Bacteria in Milk;	
No. 463—The Sanitary Privy;	
No. 363—The Use of Milk As Food;	
No. 602—The Production of Clean Milk;	
No. 478—How to Prevent Typhoid Fever.	
Bread-making Contest. Rowe. State College of Agriculture, Bozeman, Mont.	Free
Food and Drug Regulations. State Board of Health, Helena, Mont.	Free
Public Health Laws and Regulations. State Board of Health, Helena, Mont.	Free
Scarlet Fever, Tuberculosis. State Board of Health, Helena, Mont.	Free
HISTORY OF EDUCATION. 5 Credits	
Brief Course in the History of Education. Monroe. MacMillan Co., Chicago	1.50
History of Education in Modern Times. Graves. MacMillan Co., Chicago	1.10
*SCHOOL MANAGEMENT. 3 Credits	
Healthful Schools. Ayers, Williams and Wood. Houghton-Mifflin Co., Chicago	1.50
Rural School Management. W. A. Wilkinson. Silver-Burdette Co., Chicago	1.50
The Work of the Teacher. Davis. MacMillan Co., Chicago	1.30
Montana School Law. Independent Pub. Co., Helena, Mont.	.50
*RURAL SCHOOL PROBLEMS. 5 Credits	
Country Life and the Country School. Carney. Row, Peterson & Co., Chicago	1.25
The Rural Teacher and His Work. Foght. MacMillan Co., Chicago	1.50
*THEORY AND ART. 5 Credits	
Teaching the Fundamental Subjects. Kendall and Mirick. Houghton-Mifflin Co., Chicago	1.25
Motivation of School Work. Wilson & Wilson. Houghton-Mifflin Co., Chicago	1.25
*EDUCATIONAL TESTS AND MEASUREMENTS. 2 Credits	
The Measure of Intelligence. Terman. Houghton-Mifflin Co., Chicago	1.50
The Scientific Measurement of Classroom Products. Chapman and Rush. Silver, Burdette & Co., Chicago	1.25
*PRINCIPLES OF EDUCATION. 4 Credits	
The Work of the Teacher. Davis. MacMillan Co., Chicago	1.30
How to Teach. Strayer and Norsworthy. MacMillan Co., Chicago	1.50
State Course of Study—Either Rural or Grades.	

Courses marked (*) use some Reading Circle books as texts. Reading Circle credit will be given when such course is completed.

School Management includes School Law. If desired School Law may be taken as a separate course for which one credit will be given.

Note: Market prices of books are unstable, so prices may be higher than listed. Sometimes Woodworth's Book Store, No. 1311 E. 57th St., Chicago, can supply second-hand books, when they have no new ones on hand. If you say, when you order, that you are willing to accept used books, and send the price listed, Mr. Woodworth will send the used book and return the difference in price, if he cannot send you a new book.



3 0112 105861311